

DOCUMENT RESUME

ED 242 693

SP 024 095

AUTHOR Woolfolk, Anita E.; Woolfolk, Robert L.
TITLE An Empirical Investigation of Training in Time Management: Effects of Specific Planning and Self-Monitoring.
PUB DATE Apr 84
NOTE 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Education Majors; Higher Education; *Planning; Preservice Teacher Education; *Program Effectiveness; *Student Behavior; Student Teacher Attitudes; *Student Teachers; *Time Management; Training
IDENTIFIERS *Self Monitoring

ABSTRACT

Eighty-one student teachers in four classes were randomly assigned to one of three groups to test the effectiveness of brief training in time management techniques. The first group, a control, received no training. Experimental Group 1 received basic training in time management by reading a book and attending a presentation on the subject while Experimental Group 2 received the same training and, in addition, implemented two specific time management procedures, daily planning and self-monitoring, under the supervision of the experimenter. Analyses of variance indicated significant differences among the groups in the expected direction on measures of promptness in completing assignments during student teaching and on self-perceived improvement in using time effectively. (Author/JMK)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED242693

An Empirical Investigation of Training in Time Management:
Effects of Specific Planning and Self-Monitoring
Anita E. Woolfolk and Robert L. Woolfolk
Rutgers University

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Anita E. Woolfolk

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Paper presented at the annual meeting of the American Educational
Research Association, New Orleans, LA, April, 1984.

Abstract

Student teachers in four classes were randomly assigned to one of three groups to test the effectiveness of brief training in time management techniques. The first group, a control, received no training. Experimental Group 1 received basic training in time management while Experimental Group 2 received the same training and in addition, implemented two specific time management procedures under the supervision of the experimenter. Analyses of variance indicated significant differences among the groups in the expected direction on measures of promptness in completing assignments during student teaching and on self-perceived improvement in using time effectively.

An Empirical Investigation of Training in Time Management:
Effects of Specific Planning and Self-Monitoring

Both empirical data (eg. Pettigrew & Wolf, 1982) and the experiences of most educators support the assertion that teachers feel great time pressure. In their study of attrition from teaching careers, Chapman and Hutcheson (1982) conclude that "Teachers often find time at a premium and their ability to organize time essential" (p. 104). These researchers determined that individuals who were less able to organize their time were more likely to leave the profession. Difficulty in managing time effectively appears to be a special problem for beginning teachers (Howey & Bents, 1979) and a source of stress for both experienced and inexperienced teachers (Tellenback, Brenner, & Logren, 1983). In spite of the apparent importance of this factor, teacher preparation curricula seldom include systematic training in time management.

There are many inservice training programs that include sections on the effective use of time for school personnel at every level, from elementary school teachers and high school counselors to upper-level university administrators. A search of the ERIC system identified over 50 citations describing materials, modules, and workshops for educators that emphasize, or at least include, discussions of why and how to manage time effectively. There is, however, little systematic evaluation of the effects of the time management training elements in these programs. The exceptions are a few case studies of consultation with a single school psychologist, school social worker, or other special service provider (eg. Maher, 1982). No study could be found

that examines the impact on student teachers of brief training in time management techniques.

Several books describing time management techniques employed successfully by executives and professionals have appeared in the past decade (Davidson, 1978; Lakin, 1973; Mackenzie, 1972). These books often stress the importance of setting specific goals for each day, usually by writing a daily schedule or plan of activities. Research has demonstrated that setting specific goals can lead to improved performance in certain laboratory and field settings (Terborg & Miller, 1978). Setting goals by making written plans is a element of many successful study improvement programs for undergraduates (Dean, Marlott, & Fulton, 1983; Greiner & Karoly, 1976; Kirschenbaum; Humphrey, & Malett, 1981; Kirschenbaum, Marlett, Humphrey, & Tomaken, 1982). A second factor, self-monitoring of time use, is also associated with increases in study time (Tichenor, 1977) and improved grades in college (Dean, Marlott, & Fulton, 1983; Kirschenbaum, Marlett, Humphrey, & Tomaken, 1982).

The purpose of this study is to examine the effects on student teachers of two time management strategies, written planning and self-monitoring, that have been successful in improving the use of study time for college students. The question to be answered is, will brief and easily implemented training have any lasting impact during the difficult and demanding period of student teaching?

Method

Subjects

Eighty-one student teachers (68 females and 13 males) attending a division of a large state university participated in the experiment. The students were undergraduate seniors registered in four different sections of a required seminar that met daily for six weeks prior to the 10-week student teaching assignment. The individuals enrolled in these four sections represented all the students from the university division placed in the public schools as student teachers during the semester the study was conducted. The GPA for students did not differ significantly by section and all classes were taught by the same instructor and teaching assistants. Subjects received no extra credit or compensation for participating in this study.

The four classes were randomly assigned to experimental conditions as follows: One class (N=26) was randomly selected to serve as the control group. A second class, Experimental Group 1 (N=20), was randomly chosen to receive basic (didactic) training in time management. The final two sections (N=35) served as Experimental Group 2 and received both basic training and supervised practice in time-management strategies. Four students (three from the control group and one from Experimental Group 1) were excluded from the final sample because they withdrew from the class or because they did not complete all experimental procedures as described below.

Design and Procedures

Three levels of training in time management (didactic, didactic plus supervised practice, and no training) determined the three

experimental groups. Both the didactic training group (Experimental Group 1) and the training plus practice group (Experimental Group 2) read a 160-page book on time management (Lakein, 1973) immediately before attending a 70-minute presentation on the subject. The presentation began with a film ("The Time of Your Life," Cally Curtis, 1975) and concluded with a lecture explaining the value of time management for teachers with special emphasis on making written plans and monitoring personal use of time. This ended the training for Experimental Group 1. The following day the two classes serving as Experimental Group 2 were given further training and supervised practice in daily planning and self-monitoring. As one of the requirements for the course (and in lieu of a written assignment given to the other classes participating in the study), students in Experimental Group 2 completed written plans and time-use monitoring logs each day for two weeks. To insure uniformity, students were given planning and monitoring forms for this purpose. To complete the daily planning form, students listed specific work objectives for the day (in order of importance) then indicated where and when these objectives would be accomplished. The daily time-use log provided spaces for recording activities during every 30-minute interval from 7:00 AM through 2:00 AM. In order to insure that the students instituted the procedures properly during the designated weeks, they were required to submit their completed daily plans and time-use monitoring logs to the experimenter each weekday. Planning forms for Saturday, Sunday, and Monday were turned in on Monday. Self-monitoring forms for Friday, Saturday, and Sunday were submitted on Monday.

The control group received no special training in time management but instead spent a 70-minute class period discussing the general concerns of beginning teachers.

Dependent Measures

The effectiveness of the time management training was assessed by comparing student performance on four types of tasks:

Promptness in Completing Assignments. Subjects in all three experimental groups were required to complete a term paper by the fifth week of the semester and 8 short written reports by the end (15th week) of the semester. These assignments were described (orally and in writing) during the first week of class. Students were encouraged, but not required, to complete the assignments early, preferably during the first six weeks of the semester before the subjects began full time student teaching. The class did not meet again after the student teaching period began. The term paper and the brief reports were scored for promptness as follows: A score of 50 was given to all papers received the exact day they were due. Papers received one day late were scored 49, two days late, 48, and so on. Assignments received one day early were scored 51, two days early, 52, and so on. Thus the higher the score, the more prompt the submission of the assignment. Missing assignments were scored 1. Promptness scores for brief assignments were converted to a rate score for each subject by totaling all the subject's promptness scores for the brief reports and dividing by the number of reports submitted. For the purposes of the study, there was no penalty for late papers in any of the classes.

Number of Brief Reports Completed. Although completing eight brief reports was a requirement for the course, student were told they could do two additional reports for extra credit. The extra credit work was due at the same time as the eight required papers.

Promptness in Returning Questionnaires. Completing assignments in a class that had discussed time management might be affected by demand characteristics. Thus a second, less obtrusive measure of promptness was developed. At the end of the semester, students were sent a course evaluation questionnaire and asked to return it as quickly as possible. Promptness in returning questionnaires was scored similarly to the scoring of assignments. Questionnaires had been mailed on Monday from a post office that consistently achieves one day delivery to all parts of the state (no subjects lived beyond this area). Responses postmarked the next day (Tuesday) were scored 50, those postmarked the following day were scored 49, and so on.

Self-Report of Time-Management. On the first day of class students completed a questionnaire about student teaching placements, concerns about student teaching, expectations for the course, and other related topics. One of the questions asked students, "How effectively do you manage your time?" The same question was embedded the course evaluation questionnaire sent to students at the end of the semester. Subjects indicated their rating using a Likert-type 9-point scale with 9 being the most positive rating in each case.

Results

Four of the five principal dependent variables of the investigation (promptness in submitting term paper, rate of submitting brief reports, number of brief reports submitted, and promptness in returning questionnaires) were submitted to separate univariate analyses of variance. One between groups factor (condition) was utilized in each analysis. A significant main effect, $F(2,74)=4.69$, $p<.01$, was observed for condition on promptness in submitting term paper. Duncan's test indicated that both experimental groups were significantly more prompt ($p<.05$) than the control but did not differ from each other. The analysis of the number of brief reports submitted yielded a main effect for condition, $F(2,74)=5.06$, $p<.01$. Duncan's test revealed that Experimental Group 2 submitted significantly more brief reports ($p<.05$) than the other groups, which did not differ. A main effect $F(2,74)=4.09$, $p<.02$, for promptness in returning questionnaires was found. Experimental Group 2 returned questionnaires significantly sooner than did the other groups and Experimental Group 1 was significantly more prompt than the Control Group ($p's<.05$). No main effect for condition was found in the analysis of rate of submitting brief reports.

Change scores on the self-report of time-management were computed by subtracting each subject's self-rating at the beginning of the study from that recorded at final data collection. The change scores were then submitted to a single classification (condition) analysis of variance. A significant main effect, $F(2,52)=5.60$, $p<.01$, emerged for condition. Experimental Group 2 reported significantly greater

changes in the direction of improved time management than did the other two groups, which did not differ.

To determine whether training in time management affected the quality of students' work in the course their grades on (1) the term paper, (2) the brief reports (mean of those submitted), and (3) final course grade were analyzed by separate univariate analyses of covariance with their GPA prior to the semester of the experiment as the covariate. None of these analyses yielded significant results.

Discussion

The results of this study demonstrate that brief training in time management can have immediate and longer term effects on the performance of teachers at a period in their training when time pressures are great. These effects are especially impressive in light of the fact that the assignments serving as sources of data for the study were due after the students had left campus to assume full teaching responsibilities. The participants in this experiment not only expressed enthusiasm about the training but also responded with behavioral changes, some of which were evidenced many weeks after the training ended. In addition, the skills taught were not narrowly focused on behaviors for one task or course, but are general skills that can be applied in many situations throughout life.

In this study, the effects of time management training appear to be most pronounced during the period soon after the instruction and supervised practice took place, as evidenced by the clear differences between the experimental groups and the control group on the measure of

promptness in submitting term papers. This assignment was due early in the semester, one month after the time management training took place and just before the student teaching period began. Although there were no differences among the groups in rate of submitting brief reports during the the latter part of the semester, there were differences in the predicted direction on two other behavioral indices of effective time management during this follow-up period, several months after the training and supervised practice had ended. The first indication of more effective time-use by the trained subjects was greater productivity (more brief reports completed) during the student teaching period. The second was more prompt return of a questionnaire mailed over three months after the training had ended. The latter measure, while limited to a behavior requiring very little time to accomplish, is unobtrusive and less vulnerable to the demand characteristics of the situation. There was no reward for returning the questionnaire nor any penalty for failing to do so. Subjects received the questionnaire during one of the busiest times of the semester--the period when they had assumed maximum responsibility in their student teaching assignment, were preparing for graduation, and many were involved in job searches. The value of the training also is reflected in the experimental subjects' perceptions of changes in their effectiveness in using time.

Previous research on planning and self-monitoring has found that learning these strategies can lead to long term improvements in college study skills (Dean, Marlott, & Fulton, 1983; Greiner & Karoly, 1976; Kirschenbaum; Humphrey, & Malett, 1981; Kirschenbaum, Marlett, Humphrey, & Tomaken, 1982). These studies, however, typically have included

extensive training. For example, subjects in studies conducted by Kirschenbaum and his colleagues meet for eleven 1 1/2 hour sessions to learn and practice study skills. In addition, outcome measures have been closely tied to the particular behaviors taught, with little monitoring of the impact of the training on aspects of the subject's life beyond the college classroom. Results of this study suggest that even brief training in time management, given as part of a regular preparation for student teachers, can have moderate effects and that benefits generalize to occupational settings beyond the campus.

Future research on this topic might determine whether more extensive training in time management affects other outcome variables such as supervisors ratings of student teacher performance, student teacher perceived stress, student teacher absenteeism, or decisions to enter teaching. General time management skills and more specific study skills may be especially appropriate topics for preservice and inservice teacher education since both teachers and their students can benefit from learning to study, plan, and use time more effectively.

References

- Chapman, D. & Hutcheson, S. (1982). Attrition from teaching careers: A discriminant analysis. American Educational Research Journal, 19, 93-106.
- Davidson, J. (1978). Effective time management: A practical workbook. New York: Human Sciences Press.
- Dean, M. R., Malott, R. W., & Fulton, B. J. (1983). The effects of self-management training on academic performance. Teaching of Psychology, 10, 77-81.
- Greiner, J. M., & Karoly, P. (1976). Effects of self-control training on study activity and academic performance: An analysis of self-monitoring, self-reward, and systematic planning components. Journal of Counseling Psychology, 23, 405-502.
- Howey, K., & Bents, R. (1979). Toward meeting the needs of the beginning teacher. Initial training/induction/in-service. (BBB 17345). Lansing, MI: University of St. Paul, Midwest Teacher Corps Network. (ERIC Document Reproduction Service No. ED 206581).
- Kirschenbaum, D., Humphrey, L. L., & Malett, S. D. (1981). Specificity of planning in adult self-control: An applied investigation. Journal of Personality and Social Psychology, 40, 941-950.
- Kirschenbaum, D., Malett, S. D., Humphrey, L. L., & Tomarken, A. J. (1982). Specificity of planning and the maintenance of self-control: 1 year follow-up of a study improvement program. Behavior Therapy, 13, 232-240.

- Lakein, A. (1973). How to get control of your time and your life. New York: Wyden.
- Mackenzie, R. A. (1972). The time trap. New York: McGraw Hill.
- Maher, C. A. (1982). Time management training for providers of special services. Exceptional Children, 48, 528-528.
- Pettigrew, L. & Wolf, G. (1982). Validating measures of teacher stress. American Educational Research Journal, 19, 373-396.
- Terborg, H. & Miller, H. (1978). Motivation, behavior, and performance: A closer examination of goal-setting and monetary incentives. Journal of Applied Psychology, 63, 29-39.
- The Time of Your Life [Film]. (1975). Hollywood, CA: Cally Curtis.
- Tichenor, J. L. (1977). Self-monitoring and self-reinforcement of studying by college students. Psychological Reports, 40, 103-108.